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ABSTRACT

During the decade of the seventies many changes in education will occur which will affect students, teachers, and administrators as well as the curriculum. To review some of the innovative ways selected schools are already changing their programs in an effort to be more relevant, a pilot visit was made by 81 businessmen and educators to five schools across the country. The visit, coordinated by the Northern California Industry-Educational Council, sought to provide an overview of educational innovations and to provide a basis for evaluating these new approaches. Many participants complained of the tight schedule and the large size of the group but still found the trip to be valuable from the standpoint of the dialogue which took place. Also the travelers perceived how certain approaches could be adapted for their communities. Recommendations for future trips of this nature emphasize the need for pre-planning activities. A related document is available as ED 038 534. (JS)

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INDUSTRY
AND
EDUCATION

STUDY NO.3/JOURNEY FOR RELEVANCE

Californians Study Innovative Schools Via Transcontinental Airborne Seminar

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INDUSTRY AND EDUCATION

STUDY NO. 3/JOURNEY FOR RELEVANCE

Californians Study Innovative Schools Via Transcontinental Airborne Seminar

by

Robert T. Filep and T. Bradford Sales

Donald E. Barnes, Series Editor

April, 1970

El Segundo, California

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PREFACE

The Institute for Educational Development is studying closely the rising concern and attention in the business sector toward the public schools of America. A new emerging social force is suggested by this trend when coupled with the affirmative responses of school leaders and their growing awareness of their need for allies among non-educators, especially in the business community.

As a non-profit research and development corporation, the Institute serves industry, government, and education through action-oriented studies designed to implement beneficial changes in educational practices. The Institute encourages a cooperative approach to the challenges of education both in its studies and in its consulting services to industry, foundations, educational institutions and government agencies at all levels. This approach often includes new models of collaboration.

The major difficulties facing the public schools are being viewed more and more as symptoms of social and economic conditions--conditions which reach beyond the capacity of the schools.

This report deals with the Journey for Relevance, a pilot cross-country educational tour taken by a group of concerned California educators and business leaders who set forth in search of certain things. They found some of them and, true to the laws of serendipity, found others also. This report is one

of a series described on the inside back cover. It is compiled as a guide for industry-education groups contemplating activities similar to the journey. It also presents a brief profile of the sponsoring industry-education council and a local affiliate.

Sidney P. Marland, Jr.
President
Institute for Educational Development

ACKNOWLEDGMENTS

This report was compiled from information contributed by the organizers, the Northern California Industry-Education Council (NCI•EC), and participants on the Journey for Relevance. Newspaper articles, reports to school districts, personal interviews, and NCI•EC and Institute for Educational Development questionnaires document the events and reactions leading up to and following this unique adventure.

We extend our thanks to those participants who took the time to complete and return the circulated questionnaires. The assistance of Ivy Lee, Jr., president of Ivy Lee, Jr. & Associates, who serves the Council as executive vice president; Kenneth Hettick, public relations supervisor, Pacific Telephone, organizer and past president of the San Francisco Industry Education Council; and Robert Craig, associate director of the Center for Technological Innovation, was particularly valuable in acquiring direct feedback concerning the entire program. Donald E. Barnes, vice president and treasurer of IED and originator of the Industry/Education series, was a traveler on part of the journey and has been an integral participant in the origin and development of this document.

Robert T. Filep
Director of Studies
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El Segundo, California

April, 1970

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JOURNEY FOR RELEVANCE

INTRODUCTION

In the fall of 1969 an airborne, transcontinental tour to inspect interesting and unusual schools was sponsored by the Northern California Industry-Education Council (NCI•EC) with encouragement and assistance from the California Association of Secondary School Administrators. The specific pilot venture was named Journey for Relevance and its purpose was to expose California educators and school-minded citizens to advanced educational techniques demonstrated by innovative education centers in five separate locations.

The initiative for this unusual enterprise was derived from the leadership of the Industry-Education Council. Details describing this organization are presented in Appendix A. The Council is one of the increasing number of agencies in America growing out of new alliances between the schools and the business community.

The sponsors believed that Californians would be interested in seeing how other cities and school districts are confronting some of the major educational problems and opportunities of the 1970's. In this way the observers could personally evaluate these programs and their relevance to public education in California.

The 81 members of the inspection tour literally traveled from one end of the country to the other in order to examine

first-hand the programs, facilities, and operations of five centers, located respectively in the South, Mid-Atlantic, Northeast, Midwest, and West. At each site, they spoke with administrators, faculty members, and students directly engaged in new approaches to education on a day-to-day basis.

The jet-propelled journey began on Sunday, November 2, 1969, and ended Friday, November 7, 1969. One-day visits were made to the following host schools noted for the use of the indicated innovations: The Nova School Complex in Fort Lauderdale, Florida, (continuous progress instruction); Quakertown Elementary School and Abington High School in Quakertown, Pennsylvania, (individualized prescribed instruction); an elementary, intermediate, and high school in Niskayuna, New York, (change via long-term participative planning); Evanston Township High School in Evanston, Illinois, (dial access retrieval); and the Clark County School Complex and Vocational Technical Center in Las Vegas, Nevada, (media center and interaction analysis).

For the benefit of other organizations interested in similar tours, we have prepared conclusions and recommendations (see page 29) based upon experiences reported by the planners and participants (Appendix C) in the Journey for Relevance.

BACKGROUND

The Idea

The idea for the journey grew out of two NCI•EC conferences,

held earlier in 1969, which were devoted to "The Search for Relevance in Education."

Participants at the two conferences expressed the views that many school programs are not meeting the needs of the students and that not enough is being done to analyze, reevaluate, and improve the educational process. Professional educators themselves led the criticism of slow-to-change school systems and pointed out that large-scale trial programs are underway in many districts. It was said that since so many serious attempts to improve the schools have been started in so many places, educational leaders must try to find out what innovations are being instituted, and how these are working and then they must stay abreast of the promising developments--even though these developments may be occuring long distances from each other and may contain many complex elements.

As a coordinating agency for members from business and educational organizations, the Northern California Industry-Educational Council therefore decided to organize the Journey for Relevance in response to needs expressed during the aforementioned conferences. It was hoped that such a tour would: provide an overview of the "state of the art", both in novel educational approaches and in teaching techniques; familiarize the participants with new administrative planning and supervisory approaches; provide insight into these on a practical and operational level rather than on a purely theoretical plane; allow the

opportunity to detect any industry-education and community education involvement; and permit participants to evaluate these approaches on a first-hand basis.

The Sites

The NCI•EC Conference Committee, made up of a cross-section of businessmen and educators who review conference topics and select programs, determined the cities and schools to be visited on the journey. An executive, Henry Weiss of the California Association of Secondary School Administrators (CASSA) and a member of the Conference Committee, volunteered to make the basic arrangements for the trip. (At the time CASSA was planning a film on individualized instruction and they took the opportunity to send a cameraman on the journey to film relevant aspects of the program at the five sites.)

Initial Planning

Initial plans for the journey were released to several groups, including the California Association of School Administrators, the California School Boards Association, the California State Board of Education, the California Teachers Association, the California Elementary School Administrators Association, the Center for Technological Education, and the Southern California Industry-Education Council. These groups also lent indirect support to the journey. Near the end of September,

1969, a brochure and application form announcing the journey were sent to 12,000 individuals and organizations throughout the state.

Since the cost of the trip would amount to $495 per person, it was hard to estimate the response to the announcement. The minimum number of participants necessary had been estimated at 15, and the maximum had been set at 60.

It was immediately apparent, however, that the Council was going to be overwhelmed with positive responses, and before long, three times the maximum number of requests had been received. Response was nationwide, with reservation inquiries coming in from as far away as New England.

A holding fee of $15.00 was set because of limited accommodations, and applications were cut off early in October. Publicity was kept on a low key and reservations were accepted in order of receipt, with preference given to schools and districts sending a team of two or more persons (board member, administrator, community leader, students or teacher). This preference was designed to encourage discussion and debate within the groups and to enhance local "transplantability." The selection process was aimed to provide a cross-section of business people, board members, superintendents, principals, teachers, and parents.

Group Make Up

The final 81 travelers in the journey originated from

38 schools and seven business organizations representing a cross-section of school board members, superintendents, district personnel, principals, teachers, as well as business and community leaders from both Northern and Southern California (see Appendix C for the roster of participants).

The 19 school district superintendents and assistants were the largest subgroup represented on the journey. School principals and assistants ranked second with 15 participants, and school board members were third with 13. The remainder of the group was composed of the following: seven teachers; six business leaders; six school staff members, five with assorted backgrounds; four staff members from the Projects to Advance Creativity in Education (PACE) centers; three tour organizers; two professors; and two counselors.

Final Preparations

Two weeks before the journey, NCI•EC dispatched Dr. Robert C. Craig, associate director of the Center for Technological Education at San Francisco State College, to "check out" the proposed tour route. He completed this task in three days, during which time he confirmed all travel and hotel reservations, verified schedules, and made final arrangements for the group at the host schools. Unfortunately, as was later borne out, the lack of opportunity to develop detailed arrangements for the groups in the host schools was a major weakness of the trip.

Summary of Itinerary

The group arrived (by plane) in Atlanta, Georgia, on Sunday, November 2, from two different points of departure (Los Angeles and San Francisco). From there they flew to Fort Lauderdale, Florida, where they prepared for their visit to Nová School District.

Monday, November 3, was spent visiting the schools in the Nova district. Later that day the group was bussed to Miami and then transported to Philadelphia by plane.

Tuesday, November 4, started early (7:00 a.m.) with a bus ride to the Quakertown (Pennsylvania) Elementary School. The group spent the afternoon at nearby Abington High School and then were bussed back to Philadelphia for a plane ride to Albany, New York. The next day, Wednesday, was spent in Niskayuna (New York) schools, and that afternoon the group flew to Chicago, Illinois.

Thursday, November 6, was devoted to an examination of the Evanston Township High School program. Following this visit, the group flew to Las Vegas, Nevada, for a Friday inspection of the Clark County schools. Late Friday afternoon the journeyers headed homeward. (The complete itinerary appears in Appendix B.)

THE JOURNEY FOR RELEVANCE

FLORIDA: Nova School Complex, Fort Lauderdale

What was to be seen

Nova is a group of related institutions including an

elementary school, high school, junior college, and university on the same campus. It is part of an educational complex created jointly by the County Board of Instruction and a group of business and professional people from the county.

The complex is known for its use of Learning Activity Packages (LAP's), (see Appendix D for Glossary of Terms and Concepts) which are used to guide the student through a highly structured learning program while providing several paths for reaching his objectives. Making continuous progress possible for the pupils, providing individualized instruction, and incorporating unique facilities into the school were all characteristic features of the Nova system.

A unique long-range goal of this system is to provide an opportunity for the children in the district to receive a superior education, starting with kindergarten and ranging through the Ph.D., available on the same campus.

The tour was scheduled to visit the elementary and high school units.

What was seen, reactions

Reactions of the Californians varied at every site visited. An assistant high school principal noted, "In my opinion one of the most interesting aspects of Nova's program was their 'earned released time' and independent study mode."

Another visitor was impressed by Nova's concern for goals

described by behavioral changes in the students. "These goals promote self-discipline, self-directed study, and an interest and appreciation for learning." He found the children relaxed and busy, and the teachers interested and engaged in many activities.

On the subject of student motivation one educator observed, "Nova is not a 'tell and test' school. They are making an honest effort to get kids involved. There was a great deal of activity on campus and in the classrooms. Admittedly, some of it did not appear very productive, but it was evident that the staff and community were looking for a better way and they were having many successes."

One disappointed and critical superintendent felt that the kinds of problems about which he was most deeply concerned were not being dealt with at Nova. "Students are wasting time in small groups," he charged. "The blacks are associating with blacks; the whites are with whites; and it appears that never the twain shall meet."

PENNSYLVANIA: Richland Elementary School, Quakertown

What was to be seen

This is one of the six demonstration elementary schools working in association with the University of Pittsburgh on a program of Individually Prescribed Instruction (IPI). The principal attraction is the individualized instruction program designed with specific objectives in mind. The program is correlated

with diagnostic tools and novel teaching materials and methods designed to facilitate individual study.

What was seen and reported

The school is located in a rural area and has 250 students. The classroom doors are open and children work at regular desks at their own pace. Students move about independently as each goes to pick up his next lesson unit or other instructional materials. From hour to hour the teachers keep track of the progress of every child in every subject.

A superintendent noted, "Young people at Richland School had the same quiet self-confidence as those young people at the Nova complex. A great deal of use is made of teacher aides in both programs, some being salaried personnel, and some volunteers."

One teacher on the journey commented, "I was particularly impressed with the friendly, relaxed, yet businesslike atmosphere of this school. Here, as in other programs, the immeasurables can be seen in the atmosphere for learning, the independence of the children, the interest in their activities and, as the teachers reported, the increase in outside independent reading."

On the other hand, a board member observed, "Despite the use of 13 teacher's aides, students lost considerable instructional time waiting for teacher assistance, scoring of completed work by the teacher aide, and issuance of new work

assignments." Teacher's aides were used solely for clerical duties. There was little teacher-pupil interaction or pupil-to-pupil interaction, and student and staff time was rigidly programmed."

Another tour participant, who apparently made different observations, commented, "I have never seen more honest and otherwise favorable relations between pupils and teachers, and I've never seen small children more deeply engaged and industriously occupied. IPI is showing educators ways to administer individualized instruction which, in my opinion, is the chief source of difficulty in getting acceptance for IPI in the schools. IPI works at Richland!"

PENNSYLVANIA: Abington High School, North Campus, Abington Township

What was to be seen

This second school in Pennsylvania was selected to demonstrate individualized instruction through curriculum, electives and independent study activities. Also, the school uses a highly modular scheduling of time rather than a structured, self-paced learning approach. The interior architecture of the school provides learning spaces which facilitate individualized instruction. For example, the campus has a Little Theatre that seats 350; two large group rooms, each seating 150; regular classrooms, seating 25-30; seminar rooms between each academic classroom, seating 10-15;

and individualized study carrels. There are also numerous shops and studios.

Abington High School annually spends $1,200 per pupil and the median student's IQ is 10 to 20 points above average. Approximately 75% of the seniors go on to college.

What was seen, reactions

Following are a few of the reactions to Abington High School. One participant described it as "a four-story, all-glass front, well-painted high school that is located on a large expanse of trimmed lawn. The campus is dotted with trees showing their fall colors in the rolling hills of eastern Pennsylvania."

Despite the favorable comments on the facility, the district drew fire from some of the visitors. One of the visitors commented that administration and instruction appeared to be "traditional." "There appeared to be an atmosphere of rigidity and discipline."

Another concluded, "My opinion of Abington was that they are not getting the results that their facilities and per-pupil expenditure would indicate they should be getting."

NEW YORK: Niskayuna Unified School District, Schenectady

What was to be seen

The Niskayuna school district engages in long-term

planning on both the district and individual school level. The system features a high degree of teacher involvement, offers resource centers and makes a wide use of supplementary materials. The district uses a flexible scheduling of class time and is noted for its emphasis on independent study. This type of program should provide them with the means of avoiding obsolescence of skills in the future.

The school district has an average daily attendance of 4,000 and it consists of two elementary, two middle, and one high school serving a district population of 16,000.

One of the Niskayuna administrators asserted that, "These youngsters, who have been raised on individualized study in our primary schools, are going to hit the secondary schools like a tidal wave. I would expect them to sweep away much of the curriculum and many of our educational practices."

Comments on the visit

"At no other school district did the warmth and understanding of the individual needs of children show as it did at the Birchwood Elementary School and Iroquois Middle School," commented one teacher.

One school district team on the journey reported, "There is no master plan for the district. Each principal and his staff are doing their own 'thing.' Emphasis is on development of

unit technology controllable by the teacher, but developed through staff and student participation."

The same team also noted that, "The most interesting part of the program is the use of small unit audio-visual equipment and materials which are dispersed throughout the classrooms. There is no question that this Title III project (Elementary and Secondary Education Act for Innovative School Projects) is performing a service by testing technology that may prove to be far more efficient and flexible in its use than expensive school-wide installations such as closed-circuit TV, computerized instruction and dial access retrieval. The two outstanding features here are the student learning contracts and the scheduling of the school day."

On the negative side, however, they remarked, "Despite the objective of individualizing instruction, much of the high school program is traditional college preparatory. Despite well equipped industrial labs, nothing is being done to provide occupational courses or pre-apprentice training."

ILLINOIS: Evanston Township High School, Evanston

What was to be seen

Evanston Township High School, with student population of over 5,000, is a complex of four independent, yet extensively cooperating, high schools that share some facilities while retaining substantial autonomy. The school has a substantial

percentage of minority students, yet the median socio-economic level is very high, as is the per-student expenditure of funds. The school makes extensive use of team teaching and modular scheduling of study time, and it has an outstanding administrative organization and an excellent physical plant. The school possesses an elaborate media resources center and operates modern, sophisticated equipment including closed-circuit TV and dial access terminals for student use in retrieving automated audio-visual educational programs.

Impressions

"The most impressive thing about Evanston is the physical facility. Certainly there is not a more impressively housed school in America. The innovative features which were most interesting were the television station, the multimedia dial access system, the four resource centers, and a planetarium costing $140,000," exclaimed one journey participant.

In the area of human relations, one participant remarked, "Evanston is making a conscious attempt to solve existing social problems between their black and white youngsters. A human relations program officer is actively working with the community to educate all personnel involved. It is apparent why Evanston is one of the ten top high schools in the United States."

An assistant principal observed, "The resource centers at Evanston are somewhat unique and worthy of mention. Students,

teachers, and instructional materials are brought together in one place in the resource centers of the high school. A student chooses to come to the centers during the unscheduled study periods. There he may check out a reserve book, view or listen to materials obtained by dial access techniques, or talk with his teacher."

In spite of all the voluminous praise, one district team evaluated Evanston this way: "The physical facilities for education are superb; however, much of the program is traditional college prep with no vocational-technical education and minimal occupational counseling."

In addition, the same team observed that, "The experience of Evanston in the use of system-wide technology (such as dial access retrieval and closed-circuit television) should serve as a warning against hasty decisions to utilize these systems as instructional tools because technology is imperfect and there is a danger of incompatibility and obsolescence while its use requires massive teacher effort to supply the software; secondly, students appeared to make little use of these tools; and finally other devices (such as casettes in the foreign language labs) are proving satisfactory at far less cost."

NEVADA: Clark County School District, Las Vegas

<u>What was to be seen</u>

The three schools on which attention was focused are

Clark High School, Western High School and Southern Nevada Vocational Technical Center. All three offer many novel approaches to the educational process. Classes are graded by student achievement and students have extensive curriculum choices. Student progress is extensively evaluated and, as a result, flexible movement through the schedule is possible.

The physical plants are extensive, highly flexible in design, and well appointed. The schools incorporate an excellent media center and make good use of computers.

Teaching in both schools is based on a philosophy of individualizing instruction to recognize differences in students' abilities.

Observations

"Students choose their own courses and their teachers. When making the course selection, a student must also choose his particular 'phase' or achievement level. A student may change phases, up or down, during specified periods during the semester."

As one teacher described it, Clark High School "has seven acres under one roof with many of the interior walls movable. These walls seem to be constantly in motion to take advantage of ever-changing need. Clark uses a rotating schedule with five periods a day, each 70 minutes in length."

"Courses are planned by the teachers. All courses are a semester in length. The teacher is given a sum of money per

each student enrolled in his course to purchase materials and textbooks. Each teacher may teach his course as he wishes."

"One of Clark's outstanding features," according to another teacher participant, "is its principal, who leaves paperwork to his sub-administrators and spends 90 percent of his time in the halls and in classrooms with students. He appears to know every student by name and makes himself available to students one day each week on a drop-in basis."

An attempt is made to relate present educational achievement with tentative occupational goals. Students interested in pursuing a vocational career may transfer in their junior year to the Southern Nevada Vocational Technical Center.

At Western High School, in the Clark County District, a superintendent found that the "emphasis is on counseling and guidance where students are given all the facts regarding their educational abilities and achievement. Youngsters then prepare an ideal schedule with their counselor and this information is pumped into a computer. A conflict matrix results and then a master schedule is prepared. Once the schedule is set, students are permitted to register themselves, as is done in college."

Some participants were impressed with Clark High School's vocational counseling program. "Each student is furnished with an occupational booklet which stimulates interest and encourages the student to research his occupational choice."

ASSESSMENT OF THE JOURNEY BY PARTICIPANTS AND ORGANIZERS

Approach

Participant evaluation sheets were provided by the Council at the beginning of the trip. A total of 18 of these official forms were later returned by the participants of which 17 indicated general approval of the journey. Additionally, 14 copies of reports to supervisors, school boards, and other authorities were submitted by individuals and teams in lieu of the NCI•EC forms. In total, nearly 50 percent of the participants responded to the request for feedback on the journey.

The basis for this assessment of the venture included: interviews conducted by the Institute for Educational Development with participants and organizers; the transcription of a post-trip reaction meeting organized by several participants; the minutes of an NCI•EC executive committee meeting following the journey; and the results of an Institute questionnaire sent to all participants. (Also see Appendix D for selected news clippings on the journey.)

Summary

The pre-trip enthusiasm carried over into the post-trip debriefing despite frequent complaints about the tightness of the schedule and the large size of the group.

Many participants found the trip to be valuable from the

standpoint of the intragroup dialogue which took place. Others found it to be valuable from a negative standpoint. For instance, a number felt that innovative programs and expensive hardware were being used to program irrelevant information into students.

Although the mission of the trip was to search for relevance, some participants asserted that they learned even more from situations and practices which they considered irrelevant. It was pointed out that understanding these negative aspects was often as important as seeing the positive ones. Several business members of NCI•EC were surprised by the lack of evidence of school-community interaction at the sites for the journey.

SELECTED COMMENTS FROM THE PARTICIPANTS

In the following pages are transcribed a number of the specific answers given by tour participants to three general questions asked on the questionnaires sent out by the Institute for Educational Development approximately three months after the journey and following an NCI•EC conference designed to look at the outcome of the trip.

These questions were:

1. The main theme (significant impression) that remains with me two months after the trip is as follows:

2. The most important and worthwhile insight I gained on the trip was as follows:

3. Thanks to ideas, etc. that I garnered during the journey the following specific program (with financial support for commitment of personnel) is underway or planned. Please give specific details including dates regarding any new program. Also note the approving body to which the presentation or request was made. (i.e., School Board, Board of Directors, etc.)

Question 1.

The idea or theme (significant impression) that remains with me two months after the trip is as follows:

"The need to individualize and humanize instruction through more flexible use of time, school personnel, facilities and equipment, coupled with continual evaluation of the curriculum and its content so that the school becomes learner-oriented rather than teacher-directed. With limited funds the stress should be on in-service training of staff in human relations and creative teaching techniques."

Helen S. Kerwin, Chairman, Title III Center Board of Directors

"People are TRYING to make today's schools serve today's needs."

Helen Taylor Bale, Clerk, Board of Trustees

"Very little relevant education is taking place in the U.S. today--even in the so-called innovative schools. Educators are enamored with hardware, content remains unchanged. We're automating alienation."

K. E. Hettick, Public Relations Supervisor

"Having expensive hardware available is wonderful; however, some of the best learning and motivating experiences the students that I talked with had had involved personal interaction between teacher and student, and between teacher and class. No matter how individualized, how 'technologized' the curriculum, the teacher emerged as the important necessary variable in learning."

Marylyn Eyer, English Department Chairman

"The most significant impression for me is that there are many ways to get high school education out of the 'lock step' block scheduling even without the expenditure of large sums of money if the teachers will be creative in their approaches."

Craig Warmer, President, Teacher's Association

"It is possible to adapt ideas other school districts are using,

but the most difficult problem lies in the area of getting teacher (and to some degree Board and community) acceptance and/or recognition that change is necessary and will improve an existing program."

Vince Baldwin, Assistant Principal

. . . . . .

Question 2.

The most important and worthwhile insight I gained on the trip was as follows:

"Teachers are the key to this program. If teachers are convinced of the value of individualizing, a program can succeed."

Lance Miller, Teacher

"Many educators at the top level are able to verbalize glibly regarding innovation, and many promote innovation programs before teachers and other staff members are fully committed to innovative educational ideas. The truth is--go slow, make teachers demand changes for improvement of instruction."

James J. Buddell, District Superintendent

"We learned that the effective use of multimedia centers as resource centers which back up the concept of individualized instruction is important and worthwhile."

Craig Armstrong, Assistant Principal for Instruction

"The educational system is largely a closed system without stated goals, with little 'outside' input--from community, business leaders, industry representatives, labor, or government. Especially the students themselves have little say about what they study. Very little humanizing education is taking place. We're educating young people to fit into the system rather than educating them for a constructive and helping role in our society."

K. E. Hettick, Public Relations Supervisor

"We saw many schools trying new things--the administrators all said they still had problems--the important fact is that some schools are trying to improve education. There is no one answer but we must all be willing to accept and to attempt change."

Marilyn Crowell, Board of Education Member

"Faculty involvement in planning and implementing a system is an integral part (of innovation). When it becomes 'our' program many obstacles will have been overcome. Change costs money, takes time, and may or may not improve the program. Sound initial planning is a must."

Ralph V. Edwards, Assistant Superintendent

"There is a need for staff, student and community involvement in the educational processes and decisions so that education may be continuously adaptive to changing times and therefore more relevant to the learners. Few school systems seen on the "journey" were meeting the occupational guidance or vocational needs of students or the needs of non-college bound students. Also, little use was being made of community resources such as volunteers, community liaison workers, or of business and industry . . . "

Helen Kerwin, Chairman, Title III, PACE Board of Directors

"In some cases it seemed to me that there was too much free time for students. I was impressed with those schools that gave free time yet controlled that time for each student."

DeWeese W. Stevens, District Superintendent

. . . . . .

Question 3.

Thanks to ideas, etc., that I garnered during the journey the following specific program (with financial support for commitment of personnel) is underway or planned. Please give specific details including dates regarding any new program. Also note the approving body to which the presentation

or request was made. (i.e., School Board, Board of Directors, etc.)

"Prior to the "journey" considerable planning was underway to implement an individualized Reading program. Following the tour, a complete report was made at a regular School Board meeting along with additional recommendations for proceeding with our plans. An in-service workshop was planned and approved and is partially completed. To provide better support for the individualized program, four teacher aides have been added to the staff (ratio of 1 to 75)."

Ralph V. Edwards, Assistant Superintendent, Solvang

- *"Our 'Media Center Study' is reactivated. A presentation (of recommendations) is scheduled for our Board of Education in May.*
- *An elementary school is being remodeled on an open-plan.*
- *Secondary courses are being organized around LAPs--teacher training in this process is proceeding.*
- *Local curriculum development (as opposed to national or state curriculum packages) is scheduled at an accelerated pace.*
- *The district has conducted its own "Journey for Relevance" taking members of the community and staff to see outstanding schools in the Bay Area.*
- *We have made over 20 presentations to local and regional parent, community, staff, and association groups."*

  E. E. Larson, Director of Curriculum, San Leandro

"We have submitted two ESEA proposals for using LAPs and we have designed a flexible schedule for one portion of a school. These programs have been approved by the Board of Trustees and/or the district administration."

John W. Hunt, Jr., Director of Special Projects,
Huntington Beach

"Change in daily schedule--approved by School Board, effective September, 1970."

We began a "no fail" grading system in three classes on February, 1970."

Vance Baldwin, Assistant Principal, Gilroy

"By the end of this semester, one of my colleagues and I hope to have a unit of work for a composition class that will attempt to include behavioral objectives, much small group work, much teacher-student interaction, and self-paced learning coupled with teacher-inspired learning."

Mrs. Marylyn Eyer, English Department, Fremont

"First-R-First Reading Program, ESEA Title III project written.

Revision of curriculum offerings in Language Arts Department; crossing departmental lines to include social science; using a team-teaching non-graded, non-fail approach."

Lena Taylor Mellon, English Department, Eureka

"Bridging the Gap program in the San Francisco Unified School District sponsored by SFI-EC emphasizing a student viewpoint.

Humanizing educational programs-teacher training in Contra Costa County, Mount Diablo School District, is to be sponsored by Mount St. Mary's College and Northern California Family Life Institute of Lafayette by Dr.Frank Humburger."

K. E. Hettick, Public Relations Supervisor, San Francisco

"Our high school Public Speaking class in Davis now puts on a weekly TV school news show similar to the more sophisticated daily program at Nova High School in Florida. The video tape is prepared on Thursday by students and is available throughout the week to other classes in the school. Our senior high school is in the process of building a new library and Social Studies-English classroom complex. The Journey for Relevance has helped me in thinking through how to decide to best use the new complex. The journey has enabled me to think through the priorities of effort and planning needed as the school moves into the new facilities during the coming summer."

Craig Armstrong, Assistant Principal for Instruction, Davis

"I am conducting a series of in-service meetings on measurable performance objectives. A leaflet describing the course is attached."

Doran Tregarthen, Assistant Superintendent, Chico

"We are requesting the board to accept our recommendation for modular scheduling."

Manuel J. Di Silva, Principal, Santa Ynez

"Coast Joint Union High School District has, as a result of the Journey for Relevance, begun a program of student-developed curriculum, with student-selected instructors. On a pilot basis, 55 minutes per day will be considered free time for students to plan courses they feel are relevant, and for students to select from the student body, the community, or the teaching staff, a person to teach or act as a resource consultant in their classes. No grades and no credit is given to date, and no evaluation can be made at this time."

James J. Buddell, District Superintendent, Cambria

"In our Social Science classroom, individualization of history-geography (social science) studies is in progress. An individualized program in spelling is also underway. This has cost our district nothing--we are using volunteer parent aides and I have developed the program we are following. I am very grateful for the support of our district administration of our program. Although we are in, what I consider to be, an embryonic stage, our innovative program has had numerous visitors--and I am also happy to state--other teachers are trying similar programs. The enthusiasm of the children after three months of individualized Social Science is truly amazing."

Lance Miller, Teacher, Fremont

"The restructuring of the Social Science program into what we are tentatively calling Participation in Individualized Education has been authorized for one high school by our district Innovation Fund Committee and Governing Board. Also, much of the material gained on the journey is being used by a district faculty committee that is planning for a new high school to be completed in two years."

Craig Warmer, President of Teachers' Association, Spring Valley

"Another trip like the Journey for Relevance is planned for October 11-16, 1970. We plan to look at different sites and perhaps have a different theme such as 'A Search for Alternatives,' etc."

Ivy Lee, Jr., Council Executive Vice President, San Francisco

"Reorganization of grades five through eight; development of multi-level interethnic classes; new emphasis on parental involvement in the school; and establishment of a learning resources center."

Sidney F. Walton, Principal, Sausalito

CONCLUSIONS

A man may journey the world over in search of something and return home to find it. Some of the travelers on the journey found what they sought on the trip while others are still searching. New insights regarding relevant educational innovations and their application were gained. The travelers were able to perceive how certain approaches and procedures could be adapted for, if not necessarily adopted by, their communities.

Certain things were found to be conspicuous by their absence in many of the institutions visited: new kinds of school-community interaction, business participation in the school programs, involvement of students and faculty in programs relevant to today's world.

Wearied, the journeyers returned with enthusiasm for the trip and, as indicated in the section discussing the impact of this undertaking, have in many instances implemented the ideas they brought back from the junket.

Much was learned as to how such future journeys might be improved and these are outlined in the following section on Recommendations. Understanding, insight, and ideas as to the conduct of similar individual journeys into relevance in their own "back yards" appears to be a critical outcome for everyone who participated.

RECOMMENDATIONS

Based on interviews with tour participants and members of the NCI•EC staff and Conference Committee, the following suggestions have been compiled as an aid to groups and organizations elsewhere in the country who may wish to consider sponsorship of similar ventures:

1. Adopt specific objectives for the tour and then select the sites to be visited using criteria based upon the objectives. Participants also should be selected, as far as practical, with these objectives in mind.
2. Limit the size of the group for efficient movement, briefing, discussion, as well as to allow for meaningful socializing. A size of about 40 (one busload) appears to be optimum when at a location. Larger groups should be divided and should travel and work separately as independent units, if economic factors permit.
3. Allow enough time in the itinerary for rest, reflection, and discussion including regularly scheduled group sessions to permit interchange of daily impressions. The tour should be scheduled around the span of a normal work week but begin if possible on Sunday and allow for at least part of every evening free.

4. Solicit descriptive materials in advance from the sites to be visited or, if necessary, compile the requisite materials, and pass them on to participants. Pre-trip briefings should be conducted by professionals prior to departure to develop a conceptual background for the ideas and activities which will be encountered during the tour itself. Advise the host schools of the objectives and the makeup of the group as far in advance as possible so that they can make appropriate preparations for the tour.
5. Hold in-depth, pre-tour planning meetings to give prospective trip participants a chance to take part in decisions on schedules and activities. If the geographical dispersion of participants makes this impossible, make detailed proceedings of the above available. Provide for flexibility regarding special areas visited by participants at each site.
6. Try to arrange for direct communication with students and non-administrators at the host schools. Try to arrange for meetings between specialists at the schools and visitors with similar interests.

7. In selecting sites, include schools with students from contrasting backgrounds. Make an effort to select at least one inner-city school.
8. Attempt to involve businessmen and other citizens interested in improved education. Try to make sure that classroom teachers, as well as some students, are included among the people invited to participate. Obtaining funds from school districts, various foundations or from industry for underwriting student participation may be necessary.
9. Select types of innovations and schools that draw upon a variety of community groups, such as industry, business, parents, and various agencies. These might suggest patterns for organizations like NCI·EC to follow.
10. Examine innovative programs in nearby schools. Many important ideas may be undergoing testing in the vicinity and it may be unnecessary to travel long distances to find examples of those programs.
11. Verify itinerary details well in advance of the starting date.

12. Assure that the trip plans include specific provisions for follow-up meetings and the writing of trip reports per NCI·EC's strategy, so that the participants can share their impressions. Provide for the duplication of such reports and for their distribution to all interested participants. (This will provide valuable feedback to assist the participants in documenting the trip and informing their colleagues and community.)

13. Develop and furnish a set of questionnaires or evaluation formats to assist each participant in compiling information, specifically useful to himself during the actual course of his visits to various institutions. This should act as a "what to look for" guide and should assist each participant in obtaining more documentable information from the journey.

14. Do not expect to obtain consensus regarding either the merit or the transportability of the innovations studied during the journey.

15. Anyone planning such an activity should anticipate that both the scope and the impact of the outcome will be directly related to the staff and other resources available for planning.

APPENDIX A

Northern California Industry-Education Council

San Francisco Industry-Education Council

The Northern California Industry-Education Council

Purposes

The Northern California Industry-Education Council (NCI•EC) was formed in 1962 as a small informal association of businessmen and educators who, through their personal interaction, recognized the need for making education more relevant to the business world. A number of executives in major organizations located around the San Francisco Bay Area began to work in cooperation with leading educators in the area in an attempt to make education a more effective and meaningful force in the community.

The Council from its inception has been unique in several aspects:

1. It obtains its leadership equally from leaders in the educational field as well as from the community at large.
2. It has directed its efforts to all disciplines.
3. It has obtained financial support from both educational organizations and business groups.

The Council believes that education is big business. Education does not start nor stop within the four walls of the classroom. It is a continuing process which goes on throughout life.

Both formal education and the world of work contain tremendous resources. They are interdependent and, if our society is to grow and effectively utilize its assets for the benefit of the entire community, all segments must work together. That is the objective of the Northern California Industry-Education Council--to bring together all segments of society--education and industry, (i.e., business, labor, agriculture, military, government and the entire community other than education), in order that society can prepare today to meet the challenges of tomorrow. Education and business are interrelated and any isolation of the schools can lead only to misunderstanding, conflicts, and delays in making the educational community the progressive force it must be.

History

Initially the Council lacked a staff, an office, and a permanent telephone. As a result, it suffered from the need of administrative coordination and coherent and consistent direction. In 1965, however, arrangements were made with Mr. Ivy Lee, Jr. whereby his office, Ivy Lee, Jr. & Associates, agreed to provide the Council with permanent headquarters, a telephone and, within the limited finances available, coordination and direction. Mr. Lee himself undertook administrative responsibility for the program and since then has been appointed the Council's executive vice president. Since that time the Council's

program has been expanded broadly, but its activities remain restricted by the lack of adequate financing.

Organization

Organizationally, the Council has an Advisory Board comprised of 32 chief executive officers of major corporations, labor organizations, and educational institutions, including the California Superintendent of Public Instruction, the organization of California School Boards, and the California Teachers Association. Its broad policies are reviewed by a Board of Directors consisting of approximately 150 representatives from all segments of the community. The detailed activities are carried out under the direction of the executive committee and the executive vice president.

Immediate Objectives

The Northern California Industry-Education Council works towards its objectives by sponsoring conferences, symposiums and seminars on major items of interest and concern, and especially by encouraging the development of local Industry-Education Councils to work on problems involving the local communities.

Recent Activities

In 1968, for example, the Council sponsored a program entitled "The Financial Crisis in Education in California" that dedicated itself to problems relating to the state university,

state colleges, the community (junior) colleges, and the elementary and secondary school systems. This conference brought together representatives from all these elements and levels of public education as well as from the community as a whole. As a result, the Council called upon the governor and the state legislature to appoint and support a commission of educators and informed laymen to develop a master plan for fiscal and administrative operation of public education in California. This proposal received the strong support of both business and educational groups. In the fall of 1969, the governor created a commission somewhat along the lines suggested by the Council but, unfortunately, not with the broad objectives that the Council had recommended.

Finances

The Council obtains its financial support from three sources, the major source being voluntary donations from business organizations. In addition, funds are received from member schools and from regular fees assessed for conferences. The latter, however, are not self-supporting. A year ago the Council received a special two-year grant from the Rosenberg Foundation to assist its program of stimulating the development of local councils and in turn carrying its activities to the "grass roots" level.

The California State Board of Education has strongly

backed the Council's work. It has adopted a statement calling for industry-education cooperation and has officially approved as budgetary items county, district, and individual school financial support. In a like manner in 1969, the California Junior College Board took similar action urging its members not only to become involved in the Council's activities but to financially support them.

For several years the Council also received minor support through individual memberships. However, a year ago, in order to strengthen local affiliates, dues received for individual memberships were collected by the local councils ($10 per year) and the local councils then forwarded $2 per member to NCI•EC to cover membership in NCI•EC and the cost of distributing the Council's newsletter, announcements of meetings, etc., to the individual members.

The Council has estimated that the minimum financial support essential for operation is in the vicinity of $60,000 a year. The annual operating budget, however, has never reached this amount and the program has been restricted within the funds available.

Local Affiliates

Techniques and ideas developed at the regional level, if they are to be effective, must be translated into action programs at the local council level. Currently, there are ten local industry-education councils affiliated with NCI•EC in Northern California.

The local councils, generally organized along county boundaries, are in an excellent position for implementing NCI•EC programs since they have representatives from both local communities and school districts who recognize the need for cooperative action to solve the local educational problems. Those local councils that are most successful have the complete commitment of the county or district superintendents, including the requisite manpower to coordinate and direct the local programs.

While the individual programs carried out by local councils vary from area to area, they, in general, encompass: community resource surveys; curriculum development; economic education; in-service training; manpower needs and job requirements; motivation and recognition of occupational guidance and counseling; science fairs and related projects; utilization of industry; and management procedures to increase operating efficiency and work experience.

The local councils operate with very modest budgets. Their expenses are covered by the involvement of school personnel, through the absorption of minimal cash costs by local groups, and to a very minor degree by funds obtained by individual memberships.

While each local council varies in its organization and operations, the following describes the San Francisco Industry-Education Council, an affiliate of the NCI•EC, and indicates how one group is approaching some of the community's problems.

The San Francisco Industry-Education (Local Affiliate of NCI•EC)

The objectives of the San Francisco Industry-Education Council, formed in 1968, include: promotion and encouragement of communication and cooperation between industry and the schools; inducement of industry to offer its unique resources to assist and strengthen education and training, and operation as a clearing house for both industry and education in the development of cooperative programs.

There are two types of members in the Council. Industry members, numbering 65, are both individuals or corporate or business entities concerned with industry, business, commerce, agriculture, labor, government, the professions, or civic and service groups. Education members, numbering 41, are individuals or representatives of public, parochial and private schools, colleges, and universities. In the latter category are included representatives of public and parochial school superintendents' offices and of educational and teachers' associations.

Revenue for the operation of the San Francisco Council is derived from an annual $10 membership fee assessed to each member. Of this amount $8 are used to support the work of the local council and $2 are contributed to NCI•EC. Contributions and grants from members and other sources for regular and special activities of the Council (such as exhibits, technical conferences, and symposiums) also contribute to the general fund. The operating

budget for 1969 was $636, but does not reflect actual expenditures since most of this is absorbed indirectly by member organizations.

As was the case with the NCI•EC in the beginning, the lack of a paid staff and a permanent office is hampering the growth and effectiveness of the San Francisco organization.* The ad hoc nature of financing the major parts of the program also poses difficulties in the area of continuity.

Mr. Kenneth Hettick, former Council president, concluded in an Institute for Educational Development interview that if the San Francisco Industry-Education Council is going to grow and be effective, a much more substantial commitment from industry to the "shared responsibility" concept of education is required. The educational establishment, on the other hand, will have to become more interested in utilizing the resources of the community in educational programs.

Activities for the San Francisco Industry-Education Council in 1969 included the following:

1. Offering recognition of excellence in educational performance by an individual or agency in the community. A recognition Awards Committee was established to implement the program.

* One solution to this problem currently under consideration is the "loan executive approach." Pacific Telephone, for example, is considering the loan of a person full-time to the Council as Executive Director, providing other firms will assume this responsibility in the following years.

2. Offering the Council's resources to educational systems through a variety of means including:

   Supporting the establishment of Learning Resource and Career Centers in each secondary school in the San Francisco Unified School District.

   Reporting on the activities of the San Francisco Industry-Education Council and the San Francisco Chamber of Commerce.

   Supporting and expanding existing student work experience programs in the district.

   Establishing a Public Relations or Information Committee to help communicate to the general public what steps are being taken to strengthen the educational system.

Another important program the Council implemented was called "Bridging the Gaps." The Objectives of this concept included the following:

1. Trying to understand and identify the successes and failures of the educational and economic systems from the viewpoint of those being served; i. e., students, employees, parents, and neighborhood or community.
2. Teaching council members how the above systems operate.
3. Trying to understand and evaluate the successes and failures of the educational systems from the viewpoint of those delivering the service; i.e., teachers, assistant teachers, counselors, administrators and board of education members.
4. Opening up communication for the exploration of

different and already existing methods of information gathering, feedback, etc.

5. Learning how other organizations are coping with change.

"Bridging the Gaps" was implemented in two phases. Phase I, the information gathering segment, lasted six months and included monthly two-hour seminars for honest and open discussion with invited community representatives. The discussions centered around what each group had to offer the other, and how, by working together, their respective resources could be made accessible. Also, an urban orientation program was conducted that was designed for black students from San Francisco schools to interact with members of the Council on the subject of the strengths and weaknesses of the schools from the black student's point of view.

Phase II, which also lasted six months, was a continuation of the monthly seminars extended in order to hear reports from members who had conducted reciprocal visits to educational institutions and industry. During these visits, members spent one day either with a counselor or in a classroom, or one day with an employment manager (or similar person) in their respective institutions. The last step in the process consisted of a feedback and evaluation program.

NORTHERN CALIFORNIA INDUSTRY
EDUCATION COUNCIL
NCI·ED

NCI·EC BOARD OF DIRECTORS

Representation from all of the community including the following:

The State Department of Education
School Boards
School Administrators
Teachers
Colleges and Universities
Unions
Trade Associations
The Military
Chambers of Commerce
Professions such as Legal, Technical, and Medical
Small and Large Business and Industry

COMMITTEES - NCI·EC

Adult Education	T. E. Lyons (Business)
Awards	R. K. Storm (Education)
Communications	R. W. Jackson (Education, Formerly Business)
Conference	R. E. Boynton (Business)
Economics	D. J. Robertson (Business)
Finance	R. D. Syer (Business)
Community (Junior) College	K. O. Drexel (Education)
Liaison with SCI-EC and Arizona BI-EC	D. P. Krotz (Business)
Local Council Development	R. L. Obrey (Education)
Nominating	S. A. Pond (Education)
Planning and Evaluation	J. F. Ching (Education)
Secondary Schools	W. J. Bolt (Education)
Vocational Education	A. J. McNay (Business)

CONFERENCE SUBJECTS - NCI·EC

Career Guidance
New Concepts in Learning in Industry and Education
Making Career Decisions
The Changing World of Education
Communications Revolution
The Financial Crisis in Public Education in California
Education for Employment
The Search for Relevance in Education, I
The Search for Relevance in Education, II - Individualized Instruction?

LOCAL COUNCILS - NCI·EC

Alameda County Industry-Education Council
Central Coast Industry-Education Council
Contra Costa Industry-Education Council
Kings-Tulare Industry-Education Council
Marin Industry-Education Council
Sacramento Industry-Education Council
San Francisco Industry-Education Council
San Mateo Industry-Education Council
Santa Clara Industry-Education Council
Solano Industry-Education Council

LOCAL COUNCIL ACTIVITIES

Individual programs carried out by the local councils vary area to area but, in general, they encompass:

Community Resources Surveys
Curriculum Development
Economic Education
In-Service Training
Manpower Needs and Job Requirements
Motivation and Recognition
Occupational Guidance and Counseling
Science Fairs and Related Projects
Utilization of Industry's Management Procedures to Increase Operating Efficiencies
Work Experience

NORTHERN CALIFORNIA INDUSTRY-EDUCATION COUNCIL

Budget and Expenditures

	1968-69		1969-70
	Actual	Budget	Budget
Local Council Development	$15,074	$20,700	$23,300
Publications	6,096	8,100	8,100
General Coordination and Administration	15,077	21,800	18,300
Conferences**	9,593	7,500	10,000
Total	$45,840	$58,100	$59,700

Income (by sources) received 1968-69 and that needed for 1969-70 is summarized as follows:

	1968-69	1969-70
Business Organizations	$22,525	$43,700
Schools and Community Colleges	5,420	6,000
Individuals*	2,354	0
Conferences**	10,501	10,000
Rosenberg Foundation	5,000	0
Total	$45,800	$59,700

*Individual membership ($10 per year) henceforth will be obtained and used by local councils to cover principally local expenses not furnished by the superintendent's office.

**Conference registration fees, in general, cover out-of-pocket but not overhead conference expenses.

APPENDIX B

Advance Brochure

and

Itinerary

JOURNEY FOR RELEVANCE

To Inspect Five National Innovative Education Centers -- Schools That Today Demonstrate Education for the 70's

SPONSORED BY: Northern California Industry-Education Council and the California Association of Secondary School Administrators*

PURPOSE -- Education is changing. In the decade ahead significant improvements will be made in instruction. These improvements will have an impact on the learner, the teacher, the curriculum, and the operation and administration of schools and districts. Some schools are already operating programs for the 1970's.

How did they assess their needs, find the resources, develop new instructional patterns, inservice staff, provide administrative leadership, and evaluate their progress?

Participants on this inspection tour will have the opportunity to speak with everyone who has a role in the five innovative centers visited, and a chance to view firsthand the program, facilities, and operations. Materials pertinent to each innovative center will be provided.

PARTICIPANTS: Business and community leaders, board members, superintendents and district personnel, building administrators and co-administrators, parents and in some instances students. Teams representing these interests in education from single school districts or schools are encouraged, along with individual participants from any of the positions listed.

APPLICATIONS (LIMITED): Applications accepted on order of receipt. Preference given schools and districts sending a team (board, administration, community, staff).

WHEN AND HOW: The inspection tour of five national innovative learning centers begins in San Francisco and Los Angeles the afternoon of Sunday, November 2, and runs through the evening of Friday, November 7, 1969.

The fee per participant is $495.00. Fee covers airflight, meals served in-flight, six night's lodging, and materials pertinent to understanding fully each of the innovative programs visited. (Fee does not cover meals other than those served on the plane, or nominal bus charges from hotel to school site to airport). $15 due with application for reservation. Balance due in full on or before Oct. 21.

INNOVATIVE LEARNING CENTERS: (ONE DAY AT EACH CENTER)

Melbourne, Florida--K-16, Continuous progress, individualized instruction, evaluation, facilities.

Oakleaf School, Pittsburg, Pa.--Relevance Robert Glaser, University of Pittsburg R&D Center; Individually Prescribed Instruction and learning program, Oakleaf School.

Niscayuna UnifSD, Suburban Albany, N.Y.--District/school longterm planning, teacher involvement, resource centers, supplementary materials.

Evanston Township HS, Evanston, Ill.--Dial access, the educational complex, administrative organization, desegregating and meeting individual needs.

Clark County Schools, Las Vegas, Nev.--Media center, interaction analysis, building curriculum on student index.

*In cooperation with the California Association of School Administrators; the California Elementary School Administrators Association, and Southern California Industry - Education Council.

IF YOU'RE INTERESTED IN SCHOOLS AND EDUCATION
YOU KNOW THAT THINGS ARE HAPPENING...

Some schools and districts are engaged in dynamic changes. They are developing new approaches to instruction--learning activities that meet the needs of the 1970's.

How are they doing it?

How do you assess needs, develop new meaningful objectives, determine priorities, identify and organize resources, stimulate the staff, the community, parents, students, administrators, and school boards?

Schools everywhere are grappling with these questions. In selected schools and districts in the nation, programs are emerging that point up potential answers and concepts.

While no given program in a given locale may be transported in toto and replanted, there are concepts, experiences, and practices which offer ideas and options for change and improvement elsewhere. Even your own schools. Do we each have to reinvent the wheel?

This is a proposal to take you, your board members, administrators, community leaders (anyone you designate) where the action is in education.

You're invited on a trip.

The Northern California Industry-Education Council
The California Association of Secondary School Administrators

RESERVATION REPLY -- NCI-EC/CASSA National Innovative Education Center Inspection
NCI-EC, Room 1012, 235 Montgomery St., San Francisco, 94104.

I WANT TO RESERVE A SEAT FOR ME ( ) AND ( ) OTHERS

Name (Please print)_____ Title_____
School/Business Affiliation_____
Address_____(city)_____
_____(zip)_____

A check for_____ is enclosed to secure my reservation
($15 per person desiring reservation. Balance due in full on or before October 21)

Others participating on the tour with me: (names and titles)

Send this reply reservation form and payment to NCI-EC address above.

"NCI·EC/CASSA JOURNEY FOR RELEVANCE"
November 2-7, 1969

GENERAL

Air and ground transportation and hotel accommodations for the entire group were handled by Empire Travel Service under the supervision of Mr. David N. Butts, Manager.

The total tour package for the journey included air transportation, lodging, and local bus transportation. All meals, except for those served in flight, were to be purchased at the cost of the participants.

All participants were reminded to attend to their own personal bills at the various hotels, to be sure their personal luggage was properly handled and forwarded--especially on the occasions when the bus arrangements included a provision for concurrent transportation of luggage in a separate truck. (Such important, if tedious, details were thoroughly stipulated in the complete itinerary furnished to each participant.)

During the entire "Journey," all participants were urged to wear their identification badges at all times.

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SUNDAY, NOVEMBER 2, 1969

7:30 A.M. San Francisco Group met at Delta ticket counter, San Francisco International Airport; Mr. David N. Butts, Empire Travel Service, was present to facilitate checking in on Delta Flight #824 to Atlanta and Delta Flight #949 to Ft. Lauderdale.

7:45 A.M. Los Angeles Group met at Delta ticket counter, Los Angeles International Airport; Mr. Henry Weiss, California Association of Secondary School Administrators, was present to facilitate checking in on Delta Flight #14 to Atlanta and Delta Flight #949 Atlanta to Ft. Lauderdale.

8:15 A.M. San Francisco Group departed on Delta Flight #824 for Atlanta and the Los Angeles Group departed on Delta Flight #14, also for Atlanta.

4:11 P.M. Both San Francisco and Los Angeles Groups meet in Atlanta and depart together on Delta Airlines (Flight #949) for Ft. Lauderdale.

5:39 P.M. Arrival at Ft. Lauderdale.

All passengers on NCI·EC/CASSA "Journey for Relevance" then proceeded by two chartered buses to Airport Holiday Inn.

7:00 P.M. Orientation Meeting at Holiday Inn.

7:30 P.M. Free Period. No arrangements for dinner. Everyone on his own.

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MONDAY, NOVEMBER 3, 1969

7:00 A.M. Breakfast.

All participants checked out and boarded chartered buses for Nova High School, Ft. Lauderdale, Florida.

9:00 A.M. Nova High School Auditorium.

Dr. Hilton Lewis, Principal of Secondary Schools, welcomed the participants on the "Journey for Relevance." Materials were handed out and plans for the day were reviewed. The program was coordinated by Mrs. Tong, Coordinator, Visitor's Bureau. Following the staff briefing regarding the day's scheduled events, the group split in two, with one group visiting the non-graded continuous-progress elementary school and the other group visiting the associated high school.

12:00 NOON Buses left the elementary and high schools for the Broward Junior College cafeteria. The faculty dining room was reserved for the group.

1:15 P.M. After lunch, the two groups switched schools for similar afternoon tours. The group that went to the elementary school in the morning went to the high school in the afternoon and those who went to the high school in the morning went to the elementary school in the afternoon.

3:30 P.M. Buses left the campus for the Miami Airport.

5:00 P.M. Arrival at Miami Airport.

6:30 P.M. The group departed on Eastern Airlines (Flight #40) for Philadelphia.

9:05 P.M. On arrival in Philadelphia, participants proceeded to special buses which provided transportation to Midtown Holiday Inn.

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TUESDAY, NOVEMBER 4, 1969

7:00 A.M. Buses departed from hotel for Richland Elementary School, Quakertown, Pennsylvania.

8:30 A.M. Arrival at Richland Elementary School, Quakertown.

The entire day's programs were part of the Individual Prescribed Instruction (IPI) Projects, Research for Better Schools, under the direction of Dr. Robert Scanlon, Program Director, Individualized Learning Program.

11:15 A.M. Left Richland Elementary School, Quakertown, for Abington High School.

12:15 P.M. Lunch at Abington High School, South campus.

1:00 P.M. After lunch, the group inspects the instructional programs at Abington High School. The visit is followed by a discussion period and a bus ride back to Philadelphia.

4:20 P.M. First group departed on Allegheny Airlines (Flight #894) for Albany and arrived in Albany at 5:09 P.M. The second group departed on Allegheny Flight #896 and arrived in Albany at 10:14 P.M. Special buses transferred the group to Troy Holiday Inn.

Late Dinner

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WEDNESDAY, NOVEMBER 5, 1969

7:00 A.M. Buffet Breakfast.

8:00 A.M. Buses transported group to Niskayuna High School located at 1621 Balltown Road, Niskayuna, New York.

9:00 A.M. Orientation Meeting conducted by Dr. Joseph Oakey, Director of Planning, Niskayuna High School.

The group divided into small parties, each led by a coordinator provided by the school. The day-long program included demonstrations of the school's efforts toward effecting individualizing instruction and specifically concentrated on how these changes are to be realized by student, staff, and community cooperation.

3:00 P.M. Buses left Niskayuna High School for the Albany Airport.

4:05 P.M. Departed from Albany on American Airlines (Flight #279) for Chicago. Dinner was served in flight.

6:06 P.M. Arrival in Chicago. (Due to the management's refusal to honor prepaid reservations at the Des Plaines Holiday Inn, participants finally settled in an alternate motel ten miles away in a direction opposite to that desired.)

With an early arrival, the participants enjoyed a free evening.

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THURSDAY, NOVEMBER 6, 1969

7:00 A.M. Breakfast.

8:00 A.M. Departed by bus for Evanston Township High School.

9:00 A.M. Arrived at Evanston Township High School. Dr. Scott Thompson, Superintendent, greeted participants.

The orientation meeting was followed by campus tours in small groups and conferences with the school's Supervisor of Business. Before lunch, the groups reassembled for a demonstration of the Multi-Media Dial Access system.

11:30 A.M. Luncheon in cafeteria.

Following luncheon, the administration of the school and several student panels and members of the school board made presentations outlining the school's human relations program.

4:00 P.M. Buses left for Chicago Airport.

8:35 P.M. Party departed on two flights, United Airlines (Flight #667) and TWA (Flight #229) for Las Vegas.

10:15 P.M. and 10:17 P.M. Arrival in Las Vegas where buses transported the group to Las Vegas Holiday Inn.

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FRIDAY, NOVEMBER 7, 1969

7:00 A.M. Breakfast.

8:00 A.M. School buses picked up party. Group divided into two sections; one visited the elementary and the other visited the secondary school.

The day's program was arranged through the cooperation of Dr. Bryan Cram, Principal, Edwin Clark High School, and Dr. Willard J. Beitz, Zone Superintendent, Clark County Schools.

12:00 NOON Lunch.

Following luncheon, some participants visited the Vocational Technical Center and others visited elementary and secondary schools.

2:45 P.M. All buses departed from the schools directly for the airport.

5:00 P.M. The San Francisco and Los Angeles groups returned home on separate flights.

APPENDIX C

Participants

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(by organization)

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Murray Feedman
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English Teacher and
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Wilbur L. Morris
Superintendent - Principal

Sandor Pitek
Social Science Teacher and
Department Chairman

Herbert Sapper
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Mattos Elementary School

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President, School Board

APPENDIX D

Selected Press Clippings

OAKLAND TRIBUNE
November 3, 1969

Tour of Schools Departs

A LAP is like a UNIPAC, and related tc Dial Access Retrieval.

All are approaches to education which offer students instant access to texts, film, tapes, television and other learning aids, and they are among innovative systems to be shown to the 80 Californians participating in a five-state "Journey for Relevance."

LAPS, or Learning Activity Packages, and UNIPAC are organized learning experiences combined in a single package using texts, film, etc., with specific objectives set for the student and built-in systems to indicate what he has mastered.

Dial Access Retrieval literally lets the student dial a particular learning material that fits into the subject he is studying, just as he might dial a telephone.

Eight Eastbay educators were in the group that left yesterday for visits to schools in Fort Lauderdale, Fla; Philadelphia, Penn.; Albany, New York; Evanston, Ill., and Las Vegas, Nev.

"Education is changing," says Donald P. Krotz, president of the Northern California Industry-Education Council which, together with the California Association of Secondary School Administrators, is sponsoring the program.

"In the decade ahead, significant improvements will be made in instruction. These improvements will have an impact on the learner, the teacher, the correlation and the operation and administration of schools and districts. Some schools are already operating programs of the 70's."

Among those schools are the ones selected for the week-long tour.

The 80 tour participatns, selected from more than 150 who applied from all over California, represent a cross section of business and community leaders, school board members, superintendents and district personnel, administrators and teachers.

Some 38 schools, groups and business organizations are among those participating.

Among local participants are Dr. Bronel R. Whelchel, viceprincipal at Ravenswood High School and a mathematics instructor at Merritt College.

Dr. Whelchel developed an experimental program using calculators to motivate low achieving mathematics students for the Contra Costa County School Department. Nationwide attention was given a similar pilot program he developed in the Stockton Public Schools.

Three persons from the Fremont Unified School District are making the trip. They are Robert Lewis, principal of the Niles and Hacienda Elementary Schools; Marylyn Eyer, a teacher at Irvington High School, and Lance Miller, a Mattos Elementary School teacher.

San Leandro Unified School District also sent a three-member team.

District representatives are Eugene Molle, president of the board of education; Alexander R. Smith, assistant superintendent of instruction, and Ellerth Larson, director of curriculum.

Sister Cathleen Kelly will represents Cardonet High School in Concord.

Other Northern California districts represented are Biggs, Chico, Coast Joint Union High School in Cambria, Davis, Dinuba, Fortuna, Gilroy, Marin, Placer, San Francisco, Sequoia, Tehama and Mountain View.

Twelve Southern California school districts are also sending representatives.

The Northern California Industry-Education Council is a nonprofit organization with headquarters in San Francisco. It obtains its membership equally from leading educators and the community.

New Type School Gives Student 'Free Rein'

OAKLAND TRIBUNE
November 5, 1969

By BEV MITCHELL
Tribune Education Writer

FT. LAUDERDALE, Fla. — Eighty California educators and businessmen got a preview of one of the largest one-room schoolhouses in the world on their first day of a cross-country "journey for relevance."

The school is Nova II, newest facility in the vast and unique South Florida Education Center. It will enroll 720 students.

Expected to open within weeks, Nova II will join fellow elementary school Nova I, Nova High School, Broward Junior College and Nova University of Advanced Technology.

Located on a 545-acre World War II naval airfield, the center is open by application to all of the students of Broward County, Fla.

The tour, which includes representatives from San Leandro, Fremont and Concord, is sponsored by the Northern California Industry-Education Council and the California Association of Secondary School Administrators. Several education organizations are co-sponsors.

Nova schools are frankly experimental, and their aim is to give maximum attention to each student.

They educate about 4,000 of the 110,000 students in the county-wide district, attempt to select students representing a cross section of intellectual ability and economic background, and eventually reject the student who won't "conform" to what many schools would consider a nonconforming system.

Nova II teacher Elizabeth Senderling says the school's primary concern isn't how well students score on tests because "we know the children are learning to read and like to read."

All of the schools have a cheerful openness. Even the youngest students can be observed moving about with seeming freedom to work independently when setting up audio-visual equipments or watching a turtle or planting a bean seed is the order of the day.

Many studies for both elementary and high school students are followed with learning activity packages. These "LAPS" tell the student the reason for mastering the subject, what is expected of him, suggest a program for learning and tell him when it is time to test what he knows.

When it is time for a test, he asks permission to leave class to go to a testing center, and his answers are checked with IBM equipment.

In upper grades, the student is expected to finish a certain number of LAPS in designated subject areas. He can proceed as quickly or as slowly as he is able; if he completes his work very quickly, he might take a junior college course in the freed time.

Elementary students aren't confined to one room or one teacher, but have contact with several areas and instructors. Those in the new Nova II school will be almost unconscious of being in grades in the traditional sense.

Mrs. Senderling observes that such open school plans help break down barriers, though it disburbs some teachers — "They have to have great self-confidence, teaching with an audience. But it forces them to be better teachers."

The schools make wide use of multi-media approaches to education — films, audio and video tapes, laboratory equipment and books meant for use, not admiration. "Resource center" libraries on all subjects are made available freely.

Each student is required to study both vocational and academic subjects. Even second and third graders learn to use tools, can recite their names and know how to care for them.

Educational equipment on all levels is available in generous and sophisticated supply.

The high school, for example, has a planetarium, a television studio, a photography laboratory, a dress design area where students don't merely learn to work from a pattern — they make their own patterns, and sometimes sell these "originals."

Everything offered is designed to give the individual mind free rein to develop to maximum ability at its own pace.

It's what Nova director Warren Smith says "was talked about when I was in college, but we didn't do anything about it."

Education Tour Finds Variety

OAKLAND TRIBUNE
November 6, 1969

By BEV MITCHELL
Tribune Education Writer

SCHENECTADY, N.Y. — "Sensitivity training" is getting a new definition this week.

Eighty California educators, administrators, school board members and businessmen are at the midway point of a cross-country "journey for relevance" that is covering five major school districts within as many states in six days.

They work by day, travel by evening, and compare notes late into the night. They come from wealthy school districts, poor districts, and from school districts with a variety of needs and complaints.

These tourists, whose journey was organized by the Northern California Industry-Education Council and the California Association of Secondary School Administrations, have become about as sensitive to mutual educational problems as it is possible to get.

On their search for ideas for their own school districts, tour members saw in Quakertown, Pa., near Philadelphia, a learning system educators refer to as IPI — individual prescribed instruction.

This program presently focuses on mathematics and reading, with heavy emphasis on allowing each student to work at his own pace.

The average American elementary school math class and an IPI classroom bear little resemblance.

An IPI student is tested to discover what he needs to know and works at that subject until he has mastered it. Test results are returned within minutes after being checked by efficient teacher aides.

The student moves busily in and out of the classroom, picking up materials, working on them, and selecting reference books.

He occasionally asks his teacher for assistance and also takes work to the proper teacher aide for what she can contribute. Despite the constant movement of students and the somewhat sterile, impersonal atmosphere, these youngsters seem to master their subject.

This program is intended to move each student at his own pace.

Last year, in schools using the pilot program, five students completed all the work in April.

Four of those students were invited to join in the program as teachers for the remainder of the term. The fifth student, considered a discipline problem, was not included.

In the same geographic area, the posh Abington High School "turned off" most of its visitors.

Tour members were invited to visit only the south campus, which houses the ninth and 10th grades of the 4,000-student school and is considered the innovative portion of a large and lavishly equipped campus.

The principal said the school had an enrollment of about 10 per cent black students, and was "mildly innovative" in its program. He noted that he was not interested in involvement with the community in planning curriculum.

Disruptive students were sent to a specific room to spend their time "doing nothing, mostly sulking," the principal said. A large number of students were doing exactly that — nothing — in the room when the California tour looked in.

This same principal did not display, nor discuss, the north campus of the school, which houses the 11th and 12th grades. He referred to it as being far more traditional and essentially a college preparatory school.

Yesterday, the tour continued to the five-school Niskayuna system in Schenectady. There, a recent federal program has provided funds for elaborate audio-visual equipment.

Administrators are encouraging programs of individua. student study on all levels, but leave most decision making up to the schools.

Teachers and students are working with their new equipment and deciding the direction they will take. There was a spirit of friendliness and eagerness to learn which favorably impressed the California tour.

OAKLAND TRIBUNE
November 7, 1969

Fabulous New School Complex in Evanston

By BEV MITCHELL
Tribune Education Writer

EVANSTON, Ill. — The "stick and carrot" approach to improved race relations yesterday drew applause from 80 California educators and businessmen who are conducting a cross-country search for new developments in learning.

This "Journey for Relevance" has taken them to four states — Florida, New York, Pennsylvania and Illinois — in five days. Today, they were due to inspect schools in Clark County, Nev., before returning home tonight.

Stately Evanston Twonship High School is actually four large high schools in one complex. All share some joint facilities, such as athletic fields and vocational equipment.

Located near Chicago, the City of Evanston is what school Supt. Scott Thomson, former principal of Cubberley High School in Palo Alto, calls a "Microcosm, with all of the social economic and racial problems that exist in the nation."

Only 17 per cent of the 5,000 students are black, but this is an increasingly vocal minority expressing the same kinds of concerns as other black students across the nation.

Last year their student organization, with the double entendre name of BOY. (Black Organization for Youth), proposed several Afro-American studies programs. Their ideas were incorporated into the curriculum, which includes some 200 courses.

Most important, says a young former counselor named Dorothy Magett, is the fact that the school's new human relations program didn't come about because of student demands such as those for new courses, or in answer to sit-ins or threats.

Instead, Mrs. Magett says proudly, the program was organized in response "to a strongly worded request from a very large group of teachers."

She has every reason for pride, because this strikingly pretty young black woman was named to coordinate the subsequent human relations program. She also went on the teacher-recruiting trail, and last summer 11 black staff members were added at Evanston — almost a 100 per cent increase.

The "carrot dangling from the stick" phrase is her term for the professional credits (which accumulate toward pay raises) given faculty members who take special Afro-American history courses arranged for them, or attend a current lecture series conducted by prominent black educators, economists and social scientists.

Changed student attitudes are among the gains cited by Mrs. Magett, who says, "We have convinced the students that when they make curriculum demands, our response will be in terms that we consider legitimate.

"For example, Afro-American literature is as legitimate as any other American Literature."

Among aspects of the developing program are panel discussions between faculty members and young black Evanston graduates, in-service programs for counselors and forum discussions for the teachers Executive Council and all black teachers.

Four teachers, one from each of the high schools, assist Mrs. Magett with program planning.

She meets regularly with a human relations committee of 16 students — eight are white, eight are black, representing the four schools in equal numbers.

They do not represent the racial percentage in the school, "because it is a black and white problem." They are present in equal numbers because no issue can then be solved by black voting against white.

Mrs. Magett will not interfere with their vote, and she refuses to plan their activities. "It's their program, and their problem," she says.

A 35-member community advisory committee is also involved in the human relations program.

When Evanston's teen-age school population outgrew the original high school buildings, the decision to create the present unusual four-in-one complex was partially based on the school board's desire to prevent building new facilities in areas that are primarily black and thereby create segregation.

The high school is a district in itself, with its own elected board. Supt. Thomson heads an administration which includes a principal for each of the four component schools.

Each school has its own cafeteria, classrooms, faculty, senior student lounge, and loyalties.

The schools are rich in the "hardware" of education. Their equipment includes electronic gear making it possible for students to don headsets and dial console receivers for tapes in subjects such as foreign languages, or to receive closed circuit television programs.

These receivers are located in resource centers, which also include a rich supply of books (supplemental to the libraries), study areas and teachers on call for special help.

A television studio, a planetarium and flawlessly equipped vocational laboratories are among special facilities available.

Perhaps the school's most impressive record is reflected in a pair of statistics: Although students measure just slightly above average on state reading tests, only four per cent drop out and more than 75 per cent of those who graduate go to college.

The Californians have seen some elaborate educational programs this week. This, most agreed, was the best.

OAKLAND TRIBUNE
November 8, 1969

New Index to Learning

By BEV MITCHELL
Tribune Education Writer

"Our classes are so bad that students will get a B average to get out of them," a Las Vegas principal told 80 visiting California educators and businessmen on the final stop of a five-state school tour.

Dr. Brian Cram, principal of Ed W. Clark High School, was describing his "common sense curriculum." The curriculum makes B-average pupils honor students and allows them a considerable amount of free movement outside of the classroom.

Clark School's 'B' grade has an unusual meaning. It indicates that the student's work is good in terms of his recorded ability, not in comparison to how well he might compete with other students of greater or less capacity.

Students are indexed on a scale of 1 to 10, according to their past achievements in mathematics, reading and English. A student might be as low as index 4 in math, but rate a 5 in English, and he would be placed in classes tailored to match those ratings.

"Failure is a disastrous thing," Dr. Cram believes.

When a student is in a class of his academic peers, using materials he can hope to understand, he has a genuine chance for success.

Because of this belief, students aren't allowed to enter classes below their ability level. Their superiority might interfere with the sense of confidence the school is trying to instill in the lower group.

The first time a teacher awards a B to a low-ability student, whose experience in other schools has been unsuccessful, Dr. Cram says the youngster does one of two things.

"Either he tells his teacher she made a mistake, or he puts his report card in his pocket, pats it with pride and says, 'Come on, baby, you're going home with me.'"

A student earning the B honor grade may rapidly move into a higher index group. Buoyed by his new success, he usually performs well on the new level.

"We had enough kids changing index so that we no longer believe in the stability of IQ," the principal said. "In fact, I'm not sure I any longer believe in IQ at all."

Teachers design the curriculum according to the interests and the demonstrated need of students. Index ratings are rechecked frequently.

The name of the game is maximum attention to the needs of the individual student, something Dr. Cram doesn't believe takes place in many schools.

"A typical high school is an enormous garbage dump," he says.

"Somewhere we've lost the humanism in schools. We missed the boat, we went past what good schools were aiming for about 10 years ago."

He admits that not every Clark teacher agrees with his ideas. He asks faculty members to rate his work, "and for four years one guy has been saying, 'humbug,' but he's still here."

The majority of his students seem to have the highest respect for the Dr. Cram. He spends 90 per cent of his time out in the school and delegates the paperwork.

Class changes are signaled by five minutes of lively music. The principal says, "we want the kids in the mood to learn."

The unsupervised honor study hall is sometimes so full it spills over into hallways, but there have been only three major infractions of the rules in it in four years.

Honor students are also student aides, and they tutor fellow students. "That gives them responsibility for their fellow man," the principal believes.

Last week, Dr. Cram traveled throughout California under the auspices of CASSA (California Association of Secondary School Administrators) to explain his program. Several schools in the state have adopted portions of it.

CASSA, with the Northern California Industry-Education Council, sponsored the trip to Las Vegas, which was part of the first tour of its kind. The group included teachers, principals, administrators, school board members and businessmen.

Named a "Journey for Relevance," the tour also included visits to innovative schools in Florida, Pennsylvania, New York and Illinois.

SAN FRANCISCO EXAMINER
November 28, 1969

Impressive School Plan In Las Vegas

By Jim Wood
Examiner Education Writer

Second of a Series

"If a kid was clean and called you 'sir,' you knew he had to be bright."

Dr. Brian Cram, school principal, was speaking to a group of 80 California educators visiting Clark High School in Las Vegas.

"Kids are not dumb all the way across the board," Cram said. "This negates the tracking system."

Cram went on to explain what the educators with the Northern California Industry — Education Council Tour might see at Clark, one of the nation's showplace schools.

"You may see a student knuckle someone in the nose or see kids with their heads down on their desks, asleep." In fact, the educators saw neither. Cram was simply trying to make the point that his school was not perfect. His claim was modest:

"What we're doing now is better than what we did before."

Believe Him

Before the day was over, touring educators were willing to believe him. Las Vegas, Nev., the gambling capitol, had a school system that although by no means perfect was probably the most impressive of any of the five visited in a cross country tour.

"If our kids can't read," Cram said. "They're out of business." Any who can't get intensive remedial reading.

Students at Clark are tested in reading, English and math. The results are put together with their grades to reach an index score of what can be expected of them in related courses.

"This is not IQ but what a student chooses to do," Cram explained. "That way parents don't get upset about weak genes."

"Many schools have 70 percent of their courses for 20 percent of their kids," he said.

To meet the wide variety of talents, Clark has 212 courses divided by both grade level and index. If a student does a good job in a course at his index level he gets an A or B and qualifies as an honor student — in turn, qualifying to be excused from class. This means that students who previously have done poorly in school have a chance to gain academic prestige.

Rating Increases

If students do well, their index rating increases and the following class will be at a higher level and more difficult. Cram says that students often respond by doing better each year.

"Look, I don't play tennis with a guy who kills me," he says. In school, as a youngster, Cram recalls that he got low grades but spent a great deal of time being a "smart mouth," embarrassing the less bright youngsters who were in class with him.

As a result, he recalls, students were often cautious about asking questions in class, preferring to appear to know what the teacher was talking about.

Such tension is substantially reduced under the index system, although not, Cram concedes, eliminated.

Cram believes in giving teachers as much freedom as they can handle, but because of the extensive testing done in the index system, he believes he can tell if a teacher is producing.

"I know something about what the kid knows when he goes into the class and know what he knows when he gets out," Cram said. "I couldn't care less about what happened in between. All I'm concerned about is did the kid learn?"

Must Fit Level

Cram believes in letting the teachers develop their materials — always with the limitation that they must fit the reading index level of their students — because he believes that "teaching is what a teacher does best."

As a result, most of the teachers interviewed by the touring educators said they liked teaching at Clark. Turnover is low, both for teachers and for students, and student achievement, like student IQ, is above the national average.

The instructional cost per pupil, on the other hand, was generally below Bay Area averages, although living costs in Las Vegas are comparable.

"We're not saying we have the answer," Cram emphasizes. "What we're saying is, we're always trying."

MONDAY — Challenge at Fort Lauderdale.

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'Sequoia Pioneers Human Relations'

By BILL SHILSTONE
Tribune Staff Writer

The Sequoia Union High School District seems to be a pioneer in community involvement and human relations training, District Trustee Chairman Helen S. Kerwin said last night in a report on her national tour of five innovative school systems.

She was one of six district officials who took the tour, sponsored by the Northern California Industry Education Council and the California Association of Secondary School Administration, to gain perspective on changes in education.

They were among the 80 California educators and businessmen visiting schools near Fort Lauderdale, Fla.; Philadelphia; Albany, N.Y.; Evanston, Ill.; and Las Vegas.

The educational park, team teaching, programmed learning and computer applications such as dial-access information were among the innovations featured at different schools.

"I think we can take pride in our innovations," Mrs. Kerwin concluded. "We seem to be pioneering in student-teacher-community involvement programs and in in-service training in human relations for the staff."

The educators discovered the problems of unscheduled student time (class-cutting and litter) that Carlmont High is going through in its first year of modular scheduling are present in all other modular schedule schools.

"No modular schedule school we visited permits as much freedom in unscheduled time as Carlmont does," reported District Supt. George Chaffey, who went on the trip.

"There are hall monitors to keep students out of the halls and there are limits to where a student may be during 'free' time," Chaffey said.

At Evanston, Ill. Township High School, one of the stops on the tour, roll is taken in the first and last periods.

"Did you find that the modular schedule schools had started with more freedom and then put in more restrictions?" asked Trustee Philip Schneider.

"Yes," said Chaffey.

"Have they solved their problems of attendance and litter?" asked Trustee Charles Chase.

"No," said Emmett Lynch, district consultant for flexible (modular) scheduling, who also made the trip. "There's plenty of litter all over, including in the teacher's rooms."

Mrs. Kerwin said she questioned the value of computerized instruction — programmed learning — because of the more impersonal student-teacher relationship.

She said she drooled over the plush facilities of Evanston Township High, pioneer of the school-within-a-school idea, but criticized the lack of school identity.

She used as an example the school's athletic program. There are four 1,250-student schools in the complex, from which is selected one 11-man football team, which is the scourge of the state of Illinois.

"The coach has $70,000 in college scholarships to hand out to his players every year," she said. You've heard of the second string? There is a ninth string at Evanston Township, Mrs. Kerwin said.

The coach jealously guards the system, she said, but she feels the schools should have their own identity as much as possible.

San Carlos High Principal William Walti, Ravenswood vice-principal Bronel Welchel and District Asst. Supt. for Educational Services E. F. (Scotty) Elson also went on the tour.

Welchel says he would like to see the Sequoia district consider an educational park, where all district sutdents attend one school, or a school within a school.

APPENDIX E

Glossary of Terms and Concepts

Glossary of Terms and Concepts*

Continuous Progress Programs -- A school grading system in which students move ahead in their studies at their own pace. This often results in a non-graded curriculum.

Dial Access Retrieval -- Use of a dialing technique to automatically retrieve mechanically stored information for the student. By this method the student can rapidly obtain direct access to a specific item from a variety of available learning materials (such as texts, films, TV programs, or recordings) that best fit the learning sequence in which he is engaged.

Individualized Instruction -- Learning activities constructed to assist the individual student.

Individually Prescribed Instruction (IPI) -- Learning activities for the individual pupil determined by a diagnosis of his needs and abilities.

Interaction Analysis -- Identification and utilization of personal approaches available to teachers working with students in a learning situation. Teachers are evaluated at one minute intervals on ten categories of behavior--both behavior of teacher and student.

Multi-Media -- Use of highly varied learning approaches other than books, by students in a single learning task (i.e., 16mm or 8mm film, audio-tapes, trans-

*Prepared by CASSA.

parencies, and other tools), wherein each media should provide a specific contribution to satisfying the student's learning needs.

Learning Activity Package (LAP) --An organized learning experience combined within a single "package" (using texts, films, tapes, etc.) which tell the student the reasons for mastering the subject, what is expected of him, suggest a program for learning, and tell him when it is time to test what he knows.

Student Index Counseling -- Development of a counseling system that reflects student interests and potential. The students are very frequently evaluated and the resulting index is matched against the school's curriculum offerings which is similarly indexed. The student then is provided opportunities to choose from the courses available to him. Thus, the school curriculum becomes constantly organized around the needs and abilities of the students. Counseling is the key to the smooth operation of this system.

Team Teaching -- Use of instructors as teams working with large groups, small groups, or in individual learners. Such teams sometimes include para-professionals in more limited responsibility roles.

UNIPAC -- Basically the same type of instructional package as the LAP.

Additional copies may be obtained from the Institute for Educational Development, 52 Vanderbilt Ave., New York, N. Y. 10017. Telephone (212) 686-8910. A minimum handling charge of $2. will be charged per single copy. Bulk rates will be provided on request.

Industry and Education Study No. 1/ New Haven, "Business Methods in Reorganizing Administration of an Urban School System," and Industry and Education Study No. 2/ Partnerships, "Partnership" High Schools: The Search for New Ways to Cooperate, are available at $1.50 per copy. Payment should be enclosed with orders to facilitate handling.